DOCUMENT RESUME

ED 161 107 CS 502 262

TITLE	Speech Communication and Communication Processes: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," June through July 1978 (Vol. 38 No. 12 through Vol. 39 No. 1).
INSTITUTION	ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
PUB DATE	78
NOTE	17p.
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	Annotated Bibliographies; *Communication (Thought Transfer); Communication Skills; Debate; *Doctoral Theses; Elementary Secondary Education; Females; Higher Education; Interaction; *Interpersonal Competence; Leadership Qualities; Marital Status; Minority Groups; *Persuasive Discourse; Public Speaking; *Rhetoric; Rhetorical Criticism; *Speech Communication; Speech Skills
IDENTIFIERS	*Communication Research; Kinesics

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 21 titles deal with a variety of topics, including the following: the relationships among psychological differentiation, situational context, and linguistics; the effect of cognitive complexity and audience attitude on persuasive strategies; ideological uses of myth; a rhetorical approach to teacher-student communication; rhetorical fantasy in the Webster-Calhoun Debate of 1833; the persuasive and informative aspects of trans-scientific literature; innovation in communication networks; school integration for improved minority achievement; the communication behavior of a federal agency; identifying patterns of communication between health professionals and their clients; the strategies of self-defense in a government security hearing; the relationship between marital adjustment and communication; an analysis of rhetorical communication; patterns of arrangements in President Kennedy's addresses; trait and state communication apprehension; kinesic cues in speech comprehension; female leadership in small groups; a case study of interpersonal communication; the rhetoric of one American scientist; interaction analysis in collective bargaining; and evocative language in selected senatorial speeches. (MAI)

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ED161107

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THE RELATIONS BETWEEN PSYCHOLOGICAL DIFFERENTIATION, SITUATIONAL CONTEXT AND LINGUISTIC CODE IN TENTH GRADE STUDENTS Order No. 7808446

ALTERMAN, Ruth Natalie, Ph.D. New York University, 1977. 123pp. Chairman: Professor Lawrence Balter

This study attempted to demonstrate that there is a relationship among psychological differentiation, linguistic code, and situational context. A multiple regression design was used, and the relation of psychological differentiation and situational context to speech complexity were examined separately and in combination.

The theoretical rationale focused on Witkin's model of psychological differentiation and Bernstein's theory of linguistic code. Psychological differentiation refers to the extent to which the individual has attained articulation of experience in relation to self and environment. While psychological differentiation has been shown to relate to diverse areas of cognitive functioning, it has not been constantly found to relate to language ability. Witkin suggested the need for a measure of language using an analytic approach. Bernstein's theory of linguistic code was believed to supply the required analytic framework.

Bernstein describes language as falling into two styles, "elaborated" (more analytical) and "restricted" (less analytical). Restricted code is characterized by short incomplete sentences, elaborated code by longer complex sentences. Choice of codes depends on situational context as well as habitual orientation of the speaker.

Parallels were pointed out in Witkin's and Bernstein's descriptions of the behaviors and attitudes of the high-differentiated/low differentiated person and the elaborated/restricted code user. Both the elaborated code user and the high-differentiated individual are described as being active, independent, self-aware and analytical. Both the restricted code user and the low-differentiated individual are described as passive, dependent, and lacking in self-awareness and analytic ability.

It was hypothesized that psychological differentiation would be correlated with elaborated speech. In addition it was hypothesized that the addition of situational context would affect complexity of speech. In an ambiguous situational context, highly differentiated subjects would use more elaborated speech than less individuated subjects.

The sample consisted of 189 male and female 15-year olds in 10th grade in a suburban high school.

Level of differentiation was measured by scores on the Group Embedded Figures Test (GEFT). Linguistic code was measured by four indicators of linguistic complexity derived from Bernstein's descriptions of the two codes.

The GEFT was administered to all subjects. By random selection half were then placed in an ambiguous situational context through a series of three interview questions constructed to be open-ended. The remaining subjects were asked three interview questions systematically varied to be more specific.

Responses were analyzed for frequency of four measures of language complexity; subordinate clauses, participle and gerund phrases, infinitive phrases, and total words, with number of T-units held constant. (A T-unit consists of one main clause plus whatever subordinate clauses are attached to or embedded in it.)

Four multiple regression analyses were used to test the hypotheses. The findings showed no significant relationship between psychological differentiation and speech complexity. When situational context was added to psychological differentiation, it contributed to explaining the variance of speech code only for the measure subordinate clauses. More subordinate clauses were given in response to the specific questions, but this effect was due to data from males only. Supplementary findings showed different patterns of verbal behavior for males and females. The concept of psychological differentiation as unitary characteristic was questioned, and the specificity of various tests used to measure psychological differentiation was pointed out particularly the visual spatial orientation of the embedded figures tests. Problems in eliciting and assessing speech code were pointed out, and Bernstein's research re-examined critically.

Suggestions for further research include: repetition of the study using a test of psychological differentiation other than an embedded figures test, development of a more sensitive measure of linguistic code, further investigation of sex differences in speech patterns as they relate to situational contexts.

THE EFFECT OF COGNITIVE COMPLEXITY AND AUDIENCE ATTITUDE ON PERSUASIVE STRATEGIES Order No. 7809331

BARRIE, Marilyn Horton, Ph.D. University of Kansas, 1977. 104pp.

Purpose: The purpose of this study was to investigate the effects of audience attitudes, cognitive complexity and sex on the integration of opposing arguments into a persuasive presentation. The presentation was to be given to an audience of known disposition toward a selected topic. In addition, exploration was made of the relationship between complexity and the impression speakers formed of an audience while writing a presentation.

Methods and Procedures: A series of three experiments were conducted, a pilot study and two experiments (I and II). Undergraduate male and female students from three different institutions participated; 29 students in the Pilot Study; 82 in Experiment I and 50 in Experiment II. Male and female subjects, except for the pilot, were relatively balanced. A situation was constructed in which subjects assumed the role of speaker and formulated presentations to be made to three kinds of audiences: one that agreed with the subject's view on a specific issue, one that opposed them, and one whose views were unknown. The purpose of the presentation was presented as trying to get the audience to adopt the subject's point of view. Subjects were randomly assigned to one of two topics and were given a list of suggested arguments for and against the topic.

Independent variables in all the studies were complexity (complex-noncomplex), audience (agree, unknown, opposed) and sex of subject. Independent measures utilized were the shortened version of W. H. Crockett's Role Category Questionnaire, and on the pilot, an attitude scale. Two dependent variables were employed except in Experiment II. Subject's written presentations were scored in each condition for total number of positive (speaker's view) and negative arguments. Dependent variables were the proportion of arguments selected for each audience that reflected the subject's position and the second was the actual number of positive arguments.

In Experiment II the agree condition of the audience was eliminated and two dependent variables were added; 1) the extent to which the subject considered the audience, and 2) the impression formed of the audience.

Results: The only significant result yielded by the factorial analysis on the Pilot Study was for type of audience. In addition, the highly significant effect for type of argument that occurred in all analyses reflected the use of a preponderance of arguments supporting the subject's point of view. On Experiment I there was a significant interaction of sex, complexity and audience and a significant effect for complexity on the total number of arguments used. The only significant effect on the third study was for complexity. The interaction of complexity, audience and type of arguments approached significance.

Conclusions: Major findings indicated that subjects intuitively selected rebuttal arguments primarily in the hostile audience condition. In addition, it was found that subjects do differ significantly in their use of total number of arguments as a function of complexity. Third, there was an indication that an increased use of rebuttal arguments for the hostile and unknown audiences varied as a function of complexity. It was suggested these findings indicate a new direction for research and training of public speakers.

THE IDEOLOGICAL USES OF MYTH: THE BRITISH AND UGANDA, 1863-1895 Order No. 7810334

BASS, Jeff Davis, Ph.D. The University of Iowa, 1977. 457pp. **Supervisor**: Associate Professor Bruce E. Gronbeck

Great Britain's role in the European "scramble" for Africa occupies a central position in the historiographical controversy regarding British imperial expansion during the nineteenth century. Although historians continue to debate the causes behind Britain's participation in the sudden and apparently irrational outburst of European territorial aggrandizement in Africa, the various schools of thought, some more grudgingly than others, recognize the importance of the role played by discourse in the process of propagating the idea of state-sponsored imperialism among the British public. This study attempts to illumine the role played by rhetorical discourse in this process and argues that imperialist rhetors advanced their claims by employing mythic themes to interpret British expansion. In order to demonstrate how this occurred, this study focuses specifically upon the discourse relating to the British acquisition of Uganda.

One reason for the importance of a mythic interpretation of imperialism was the image of Uganda presented in the travel accounts of John Hanning Speke, Sir Samuel Baker, and Henry Morton Stanley. In their respective books detailing travels in East Africa, these three explorers described Uganda as a land of tremendous economic potential and stressed the relatively advanced social structure of the Ugandans and their "willingness" to be civilized along the lines of western Europe. In fact, Baker and Stanley went so far as to suggest the means by which the Ugandans might be civilized--namely, Christianity and legitimate commerce.

Christianity and commerce came to Uganda in the 1880s in the form of two rival missionary groups and the Imperial British East Africa Company. Contrary to expectations, however, the introduction of these two institutions destroyed the kingdom's traditional social and political structure and initiated a period of chaos and anarchy unprecedented in this region of Africa. The failure of Christianity and commerce in Uganda gave further impetus to a mythic interpretation of expansion in that it seemed to indicate that only the state was able to carry out the task of expansion effectively. Imperialist rhetors thus were able to formulate a mythic interpretation of imperialism in three ways.

First, they were able to define the essence of civilization as order. Order was a necessary prerequisite for civilization because nothing even approximating civilization could exist without it. Furthermore, because of the competitive and ambiguous nature of Christianity and commerce, the only agency capable of providing order was the state.

Second, using such an assumption as their base, imperialist rhetors were able to characterize the situation in Uganda and East Africa as one which required the establishment of order rather than trade. By demonstrating that Christianity and commerce had failed to achieve that goal, these rhetors were able to cast the British state in the role of the mythic culture-hero whose duties were to replace anarchy and chaos with order and civilization.

Finally, the utilization of a culture-hero motif enabled the imperialist rhetors to create a mythic persona for themselves and Great Britain. Traditionally, imperialists had projected a bullying, mercantilistic persona for themselves. They were able to eliminate these unsavory qualities by identifying themselves with the culture-hero.

In this manner, imperialist rhetors were able to do more than merely justify Britain's territorial acquisitions. By rhetorically imparting a mythic interpretation to expansion, these rhetors were able to transform late nineteenth-century British imperialism into a culturally palatable phenomenon.

A RHETORICAL APPROACH TO TEACHER-STUDENT COMMUNICATION: AN ANALYSIS OF THE RELATIONSHIPS AMONG TEACHERS' PERSPECTIVE-TAKING AND ADAPTIVE MESSAGES, AND STUDENTS' PERCEPTIONS OF TEACHER ADAPTATION Order No. 7808331

BLUMAN, Dale Lynn, Ph.D. The Pennsylvania State University, 1977. 219pp. Adviser: Richard B. Gregg

This study attempted to investigate teacher-student communication as a type of rhetorical communication. After discussing current approaches to classroom communication, a rationale for a rhetorical perspective on teaching was developed. From this perspective, it was posited that a teacher's rhetorical behavior may be viewed as the result of a decision-making process, a teacher's rhetorical decisions are based on the teacher's analysis of the potential effects of his or her messages, and the effects of a teacher's rhetorical behavior ultimately rest in the students' perceptions of the messages. Given these propositions, the study attempted to analyze the relationship between the ways in which teachers make rhetorical decisions and the effects of the teachers' communication on their students. Thus, the purpose of the study was to answer the question, "What relationship can be observed between a teacher's ability to take the perspective of his or her students, the teacher's tendency to generate and identify sayables which are adapted to the students, and the students' perceptions of the teacher's adaptation to them in his or her communicative acts?"

To answer the research question, an instrument was selected to measure teachers' social perspective-taking abilities. In addition, two new instruments were developed to measure teachers' tendencies to produce and identify adaptive messages and students' perceptions of teacher adaptation. These instruments were administered to fourteen teachers and their students at The Pennsylvania State University during the tenth week of Winter Term, 1977. Data from these instruments were organized and submitted to statistical analyses.

Results from the data analysis showed the following: A teacher's ability to take the perspective of his or her student and a teacher's tendency to generate and identify adaptive messages are systematically related to some, but not all, aspects of students' perceptions of the teacher's adaptation. A teacher's ability to take the perspective of individual students is not necessarily or typically related to the teacher's tendency to acknowledge the student's perspective in his or her verbalizations. A teacher's tendency to produce messages which acknowledge the student's point of view varies from situation to situation. The instrument developed to measure students' perceptions of teacher adaptation demonstrated reliability.

The major implication of the study was that teacher-student communication can be productively studied from a rhetorical point of view. The results implied that the ways in which a teacher thinks about communicating with his or her students ultimately has an effect on the students' perceptions of the teacher's communication. Also, the study implied that communicative adaptation is multifaceted in its initiation and effects. Students' expectations for various teacher behaviors differ from situation to situation and may conflict within a particular situation. Thus, teacher behavior perceived to be adaptive in one situation may not appear as adaptive in another. Also, a teacher perceived to be adaptive to one student expectation may accompany a teacher being perceived as non-adaptive to another expectation. A final implication of the study was that both teachers and students perceive that the communicative purpose and situation affect the appropriateness of a teacher acknowledging the students' point of view in his or her messages.

RHETORICAL FANTASY IN THE WEBSTER-CALHOUN DEBATE ON THE REVENUE COLLECTION BILL OF 1833

Order No. 7809632

BROWN, James Donnell, Ph.D. University of Minnesota, 1977. 365pp.

The study utilizes the critical concepts "rhetorical fantasy" and "rhetorical vision" as the basic tools in describing and evaluating the Webster-Calhoun debate on the Revenue Collection Bill of 1833. Rhetorical fantasy is defined as the dramatization through verbal symbols of fictitious or real situations, personae, things or events removed in time and space from the here-and-now for the purpose of fashioning a social reality for both the fantasizer and his auditors. A rhetorical vision results from the chaining out of composite dramaturgies. The study posits that rhetorical fantasy operates from a multiplicity of motivations stemming from an overlap of the manifest content, the here-and-now problems of the group, and the individual psychodynamics of the group.

The study describes the manifest content or character, action, and scenic themes of the speeches of Webster and Calhoun. The dominant manifest content is the "founding fathers" fantasy. Operating as they are within different political and philosophical world-views, this fantasy is found to be the common ground without which no debate between Webster and Calhoun would be possible.

Chapter II presents the general and immediate context for the debate. The historical developments of the tariff and sectionalism are seen as catalytic agents in the precipitancy of the debate. The rules which governed senatorial debate during the period are examined. They are urbanity, modesty, and sectional rivalry. The paradigm for the verbal event in terms of its symbolic importance is the "moral gladiator" fantasy.

Chapter III treats the personal and common rhetorical visions of Webster and Calhoun. Visions which possess a commonality are: (1) the founding fathers, (2) liberty, (3) the Great American Experiment, and (4) the people.

Chapter IV considers the clash over issues within the shared vision. The nature of proofs presented in fantasy and counter-fantasy related to the personae of the founders and to their motives and intentions is examined, and, also, the nature of exegetical proof relating to the words in the Constitution and extra-constitutional documents.

Chapter V examines persuasion by means of personae. The debate is examined as the dramatic enactment of a gladiatorial contest in which both antagonists attempt to delineate themselves and their followers as credible and sympathetic personae and to portray their opponents in less sympathetic terms. Ethos comes through the devices of digging one's opponent, going on record, eulogy, and dyslogy.

Chapter VI addresses itself to techniques of rhetorical fantasy. They are: (1) alternate dramatic interpretations, (2) the dramatization of historical analogues, (3) the portrayal of divisiveness, and (4) the appeal to unity.

The rubric of artistry is also treated, and it is found that Calhoun's characterizations are mainly concrete. The adjective that best captures them is odious. Webster's characterizations are also mainly concrete. The adjective brave exemplifies best the description of his personae. Calhoun's scenarios too often have inconsistent plot lines; Webster's scenes are eschatologically oriented. Calhoun's action themes are not always congruous with his setting themes; Webster's are consistent. The chief emotion Calhoun's dramaturgies evoke is contempt, whereas Webster's themes evoke respect.

Chapter VII surveys five conclusions of this study: (1) the unifying vision of the Republic was breaking up in 1833; (2) the dominant fantasy in the debate is the hagiology of the framers of the Constitution; (3) the concept of rhetorical fantasy judges Webster to have won the debate; (4) the debate through the use of language by misdirection failed to address itself to the real issue of the country – slavery; (5) rhetorical fantasy and rhetorical vision are useful concepts even when operating within the narrow compass of the Webster-Calhoun debate.

Finally, the study suggests how the heuristic value of the concepts may be explored.

PERSUASIVE AND INFORMATIVE ASPECTS OF TRANS-SCIENTIFIC LITERATURE AS PERCEIVED BY COMMUNITY COLLEGE STUDENTS

Order No. 7810222

CZAJKOWSKYJ-BOUADANA, Daria Catherine, Ed.D. Rutgers University The State University of New Jersey (New Brunswick), 1978. 124pp. Chairperson: George Pallrand

The problem of this study was to determine whether trans-scientific literature informs and/or persuades. Also, the differences between men and women and science and nonscience students in the degree of informativity and persuasibility were investigated. Trans-science was defined as the "interface of science and society."

To test the hypotheses of the study, an experiment was designed in which subjects were presented with an article typical of trans-scientific literature and then their opinions as well as the knowledge gained were measured.

Three groups, each consisting of 80 students (equal numbers of male and female and science and nonscience students) were selected at random from a population of 986 community college students. The Article Group read a trans-scientific article. Before they read the same article, the Forewarned Group was given an introduction on the nature of trans-science and the possibility of bias in trans-scientific literature. In essence, it was a forewarning of possible bias. The Control Group read an unrelated article.

The trans-scientific article was condensed from a popular scientific journal. It dealt with nuclear energy since this is an issue typical of trans-science. After reading the article, all students were given the same multiple choice test of factual information gained from the article and a Likert-type questionnaire on their opinions on those aspects of nuclear energy presented in the communication. Both instruments were designed and validated by the investigator since it was determined that there were no standardized tests available on the topics covered in the article. The differences in scores as compared to the control group were taken as an indication of the persuasive and informative aspects of the article.

The data were treated by the analysis of variance. It was found that although all students gained a certain amount of factual knowledge upon reading the literature, science students gained significantly more information than the nonscience students. Reading a trans-scientific article also changed the opinions of both science and nonscience students in the direction of the article. Forewarning of possible bias, while having no effect on informativity, did lessen the degree of persuasiveness of the communication although the difference was not significant. The Article Group was significantly more persuaded than the Control Group, but the Forewarned Group scored in between, with no significant difference when compared to each of the two other groups as revealed by the Scheffé analysis. There were no significant differences between the sexes nor were there any two or three way interactions which had a significant effect on informativity or persuasibility.

The students were also asked their opinion on the objectivity of the article. It was found, by multiple regression analysis, that opinion was very weakly correlated with informativity and persuasibility; also, there was a very limited relationship between the two.

COMMUNICATION NETWORKS AND THE ROLE OF THRESHOLDS IN THE ADOPTION OF INNOVATIONS

Order No. 7808780

DOZIER, David Michael, Ph.D. Stanford University, 1978. 326pp.

Conceptually, an individual's threshold is the point at which an individual decides to adopt an innovation, because the perceived, subjective benefits outweigh the subjective costs of adoption. Because the behavior of other individuals affect the individual's evaluation of an innovation, the individual's threshold is empirically defined as the number or proportion of other individuals in the social system who have adopted the innovation prior to the individual. A threshold might alternately be described as resistance to an innovation, which is overcome, for any individual, by observing the consequence of adoption by other members of the social system. In the present dissertation, threshold distributions, the set of all individual thresholds for a given social system, were examined in detail. The diffusion of family planning practices among married women of child-bearing age was studied in 23 rural Korean villages. Individual thresholds for family planning adoption were determined for each respondent, using the fertility/family planning history for each woman from 1964 to 1973.

The first phase of analysis sought to identify correlates of individual thresholds. Specifically, a number of indices were generated to describe characteristics of the respondent's personal communication network. A personal communication network is the respondent's interpersonal communication pattern with other members of the social system. These communication indices were then correlated with individual thresholds. The relations between nine independent variables, including communication indices, and the dependent variable of adoption threshold were all statistically significant. One relationship, however, was significant in the direction counter to the hypothesis.

The second phase of analysis utilized inflections in the distribution of thresholds to generate a typology of adopters, based on groupings or clusters of individual thresholds. The typology was used to test several generalizations about adopter types, producing interesting but unexpected results. The relative advantages and disadvantages of threshold typologies were compared to those of the dominant Rogers-Shoemaker system of classifying adopters.

The third phase of analysis utilized a subset of 18 villages to generate linear models which predicted thresholds from a set of independent variables. These models were then used to generate estimated or hypothetical threshold values for the five remaining villages excluded from the model-building phase. A recursion algorithm was used to predict the outcome of adoption from the threshold estimates. Outcome was measured at the individual and village system level. The recursion algorithm yielded disappointing results with predictive models which could account for less than 50 percent of the variance in thresholds. When threshold estimates were generated by more powerful predictive models, the algorithm yielded very accurate predictions of adoption.

In a final conceptual analysis of the threshold model, several weaknesses in the model's assumptions were explicated. Then, an improved conceptual framework for the threshold model was developed, and a methodology of threshold analysis was suggested. The methodology utilizes the individual's subjective evaluation of his or her personal threshold as an essential element in the development of a threshold distribution. The new conceptualization of thresholds takes into account the differential impact of the adoption behavior of others on the individual, and stresses the role that communication networks play in transmitting threshold information to the individual.

SCHOOL INTEGRATION FOR IMPROVED MINORITY ACHIEVEMENT—A STUDY IN PUBLIC ARGUMENT (1966–1976)

Order No. 7809581

DZURA, Gerald Emery, Ph.D. University of Pittsburgh, 1977. 176pp.

The argument that school integration improves minority achievement provided a "scientific rationale" for school desegregation efforts in this country between 1966 and 1976. This dissertation is a study of that public argument in an attempt to assess its validity and its impact. My methodology is essentially forensic—the identification and evaluation of evidence used to support and to oppose the achievement argument. Standards used for the evaluation of that evidence range from basic principles of logic, to detailed analyses of the accuracy records of the advocates. In the process, the use and/or misuse of that evidence in a variety of public forums (the courtroom, mass-media, and the social science community) constitutes a primary concern.

Chapter I of this dissertation demonstrates the impact of the achievement argument in numerous desegregation court cases throughout the late sixties and early seventies. In addition, this chapter reveals the significant role played by the social science community in generating and disseminating evidence on behalf of the integration/achievement connection. Finally, the influence of the achievement argument outside of the courtroom is assessed.

Chapter II evaluates the social science evidence used to support and to reject the achievement argument. Beginning with the Coleman Report (1966) and ending with a quantitative analysis of the more than one hundred studies of the achievement effects of integration, I discovered that conclusive evidence never existed to support the seemingly conclusive statements of some social scientists who affirmed the achievement argument. More than a decade of educational and political desegregation policy had been falsely justified.

There are repercussions. Chapter III is an evaluation of the argument and the social science evidence suggesting that school desegregation accelerates white migration from the central cities. The evidence seems to support this contention. The results are ironic. The achievement argument suggested that socio-economic school integration would allow for contact between lower and middle classes, thus increasing minority incentives and resulting in improved academic achievement. But it seems, in the end, that school desegregation efforts have accelerated the separation of lower class blacks from middle class whites. Part of the responsibility for this result rests with the advocates who disseminated definitive conclusions based on premature findings, or who in some cases, misrepresented the evidence entirely.

This dissertation evaluates the achievement argument for school desegregation from a rhetorical point of view. Hopefully, it justifies the rhetorical criticism of social science evidence.

A DESCRIPTIVE STUDY OF THE COMMUNICATION BEHAVIOR OF THE FEDERAL DISASTER ASSISTANCE ADMINISTRATION Order No. 7810617

FLANINGAM, Rita Rice, Ph.D. State University of New York at Buffalo, 1978. 470pp.

Utilizing participant-observation, questionnaire and interview techniques, this investigation studied the communication behavior of the Region 7 Office of the Federal Disaster Assistance Administration with its two interdependent environments; the law which gives the agency life and the disaster situation which gives the agency purpose.

The investigation focused upon inter-organizational communication and the communication behavior of organizations with the environments with which they are interdependent. The specific research questions investigated were: (1) What are the communication behaviors of the FDAA with its environments? (2) To what extent do agency policies govern specific FDAA communication behaviors? (3) To what extent do disaster conditions govern specific FDAA communication behaviors?

Data were gathered about the environmental variables: channels of communication, message contents, information dissemination behavior, and information gathering behavior.

Analysis of the data revealed that the communication behavior engaged in by FDAA staff members pursuant to its enabling legislation, PL 93-288 is very different from the communication behavior displayed during disaster response periods.

Communication behavior during non-disaster periods was found to be formalized, utilizing written documents and formal briefings. Channels used rarely varied and the contents of messages dealt with clarification of FDAA regulations and procedures and planning for disaster response.

During disaster evaluation periods and disaster response periods, FDAA officials utilized the phone and other oral means as channels of communication and the content of messages dealt specifically with the nature of disaster response and impact. Considerable "unofficial" communication behavior was noted in that FDAA officials gathered and disseminated information about disaster response before the agency was legally involved in disaster response.

Documents that are distributed to State, federal and local officials who should be concerned with disaster response were found to be complex and requiring a high level of education in order to comprehend them.

It was also found that the FDAA has very little contact with disaster victims and such contact is usually mediated by the State or reflective of the individual styles of Regional Directors in FDAA.

The FDAA has no formal method for gathering and utilizing feedback or evaluative techniques which should enable it to evaluate its effectiveness in bringing disaster assistance to disaster victims. Instead, it only utilizes serendipitous feedback and is not bound to attend to such information.

It was concluded that the FDAA utilizes communication as a tool for its task of coordinating federal disaster response which is delivered through numerous federal agencies but that it does not take the communication process into account as a means of performing that task.

This study presents students of organizational communication with an example of communication behavior in a specialized setting and raises many questions about the effect of environments upon an organization's extra-organizational communication.

THE APPLICABILITY OF TWO INTERACTION ANALYSIS METHODOLOGIES IN IDENTIFYING PATTERNS OF COMMUNICATION BETWEEN HEALTH PROFESSIONALS AND BETWEEN THESE PROFESSIONALS AND THEIR CLIENTS Order No. 7808324

FOSTER, Jane Patrice, Ph.D. University of Utah, 1977. 118pp. Chairman: W. Donald Brumbaugh

This research was undertaken (1) to describe the patterns of communication that occurred in the health care environment between health professionals and their clients, (2) to determine whether two interaction analysis methodologies could be used to identify patterns of communication in the health care setting, and (3) to determine whether the interaction in the health care situation was similar to the findings of Bales for small group interaction.

The study was an observational one in which the researcher was a nonparticipant observer who recorded at the site units of interaction using Bales Interaction Process Analysis or an adapted version of the Amidon and Hunter Verbal Interaction Category System.

The population consisted of ten teams of nurse practitioners and their physician colleagues. These teams were observed in their usual work environment over a two day period.

Three hypotheses were tested: 1. There is no significant difference in the client's pattern of communication with physicians as contrasted with nurse practitioners. 2. There is no significant difference between the categories of health professionals in their pattern of communication with clients. 3. There is no significant difference between the communication patterns of health professionals with clients and with each other when compared with the findings of Bales on small group interaction.

Means, standard deviations, and "T" tests were used for each category of the two interaction analysis systems to identify variations.

The data from the observations indicated that the Bales Interaction Process Analysis System differentiated subtleties in the communication more than the adapted version of the Amidon and Hunter Verbal Interaction Category System.

The results also indicated that there were significant differences in the use of the Bales categories among the following types of conversations: nurses talking with clients, physicians talking with clients, and nurses talking with physicians. This type of differentiation did not occur for the categories of the adapted version of the Amidon and Hunter System.

The sequencing of conversations using the Bales categories demonstrated that irrespective of the participants certain consistent patterns occurred. These patterns in the health care environment differed from the findings of Bales on the patterning within small groups.

Using the findings from the Bales method, the three hypotheses that were tested were rejected. Using the data from the adapted Amidon and Hunter System, the first two hypotheses could not be rejected.

J. ROBERT OPPENHEIMER: A CASE STUDY IN THE STRATEGIES OF SELF-DEFENSE IN A GOVERNMENT SECURITY HEARING Order No. 7809669

HART, Rosemary, Ph.D. University of Minnesota, 1977. 298pp.

The purpose of this study was to increase understanding of self-defensive persuasion, particularly in a government procedural hearing, through a case study of the strategies of self-defense employed by J. Robert Oppenheimer in his security hearing of 1954. The primary questions considered were, what was Oppenheimer's objective, and by what strategies did he attempt to achieve it?

An inductive methodology was derived from study of both theory and practice of rhetoric, particularly the rhetoric of attack and defense, and criticism of such rhetorical genre as the apologia. There followed a descriptive analysis of Oppenheimer's career and its relationship to the contemporary politics of the Red scare and McCarthyism, the loyalty-security program, and the security hearing of 1954. Significant primary data included materials from the Oppenheimer manuscript collection in the Library of Congress.

The study analyzed Oppenheimer's strategies from the day he first heard the allegations against him to the conclusion of the hearing. As a result of the analysis of his successive decisions (a) to proceed with a security hearing rather than resign, (b) to select a "great man" rather than a trial expert as chief counsel, (c) to casually and incidentally address the allegations within the life and work of a "whole man," (d) to effect that response in a formal, written apologia, and (e) to provide and negotiate for the timely and well-informed release of the allegations and his responses to the public forum through the New York Times, it was concluded that his primary and long-range objective was the preservation of his reputation as a scholar and public servant. His consequent claim was that he was now "more fit to serve" his country, a claim supported by efforts to identify himself with traditional American values (e.g., love of and service to country), self-sacrifice, commitment to security and national defense, humanitarianism and compassion for fellow man) and to transcend the "items of derogatory information" by casting his life and work in the larger frame of service to country.

A determination of how decisions and responses in the hearing reflected Oppenheimer's objective and his view of the issues was based on analysis of the Oppenheimer defense: Garrison's opening statement, Oppenheimer's testimony, the testimony of Oppenheimer's witnesses, and Garrison's summation. Oppenheimer's contribution to the national interest, and the pattern of national leaders' trust in him emerged as the major themes throughout the defense.

By casual mentioning, dismissal, denial, or dimunition of the importance of an allegation, by introduction of documentation, by establishing his "innocence by association" with reputable individuals and causes, by transcending various specific events and addressing broader issues or values, and by at times not confronting witnesses or adverse testimony, the Oppenheimer defense adhered throughout to the initial effort to portray the whole man in the context of his life and work.

THE RELATIONSHIPS AMONG MARITAL ADJUSTMENT, SEXUAL SATISFACTION AND ADJUSTMENT, AND COMMUNICATION Order No. 7810958

HOROWITZ, Judith Ellen, Ph.D. The University of Florida, 1977. 189pp. Chairman: Robert O. Stripling

This study investigated the relationships among marital adjustment, sexual satisfaction and adjustment, and verbal and nonverbal communication. A total of 104 couples living in University of Florida married student housing complexes participated as subjects. One or both spouses were identified as enrolled at the University of Florida, Summer Quarter, 1977. Each spouse completed the predictor instrument, the Demographic Data Sheet (DDS), which contained nine questions regarding demographic characteristics. Reported marital adjustment was obtained by administering the Locke-Wallace Marital Adjustment Inventory (L-W). Sexual satisfaction and adjustment was assessed through the use of the Sexual Interaction Inventory (SII) which yields 11 subscales. Verbal and nonverbal communication was assessed through the use of the Primary Communication Inventory (PCI).

The hypotheses tested were: 1. There are no relationships among the demographic variables and reported sexual satisfaction and adjustment, marital adjustment, and verbal and nonverbal communication. 2. There is no relationship between reported sexual satisfaction and adjustment and marital adjustment. 3. There is no relationship between reported marital adjustment and communication. 4. There is no relationship between reported sexual satisfaction and adjustment and communication.

Although not all of the demographic characteristics were related significantly to the dependent variable, the first hypothesis was rejected. The best predictor of the verbal score of the PCI was age, followed by sex. Sex was the best predictor of the nonverbal score of the PCI, followed by the highest educational degree. The number of children living at home was also a significant predictor for the nonverbal score.

The most potent predictor of the SII frequency dissatisfaction subscale was the highest educational degree, followed by sex. Only sex predicted the SII level of sexual self-acceptance subscore. For the SII level of sexual pleasure subscore sex was the strongest predictor, but sexual pleasure was also predicted by the number of children living at home. Only race predicted the SII female perceptual accuracy of male subscore. The SII male acceptance of female subscore was predicted by highest educational degree.

No DDS variable predicted the L-W scores. The factor analysis produced three factors. The second hypothesis was accepted because items from the SII did not share a common factor with items from the PCI. Items from the PCI and the L-W shared one common factor. Thus, the third hypothesis was rejected. Items from the SII did not share a common factor with those of the L-W; therefore, the fourth hypothesis was accepted.

The findings of this study suggest several implications for marital and sexual counseling. As a result of establishing age, sex, highest educational degree held, race, and the number of children living at home as significant demographic predictors in this study, intake interviewers counseling couples entering marital therapy should record at least those variables. These same five demographic variables should be emphasized to counselors in mental health professions. Therapists working with couples in marital therapy or family counseling should focus on verbal and nonverbal aspects of communication.

The L-W when used in conjunction with the PCI may be beneficial for assessment purposes, in addition to providing a valid source of discussion between the therapist and the couple engaged in therapy.

A PHENOMENOLOGICAL DESCRIPTION AND ANALYSIS OF RHETORICAL COMMUNICATION BASED ON THE CONCEPTS OF MAURICE MERLEAU-PONTY

Order No. 7806393

McILNAY, Richard David, Ph.D. The Pennsylvania State University, 1977. 148pp. Adviser: Carroll C. Arnold

The aim of this paper was to discover what features of rhetorical communication would emerge from a phenomenological description and analysis of experience in communicative transactions. In this case the analysis was based on Maurice Merleau-Ponty's conceptualization of human interactions as perceptual experience and expression.

The method was to submit communicative transactions, and rhetorical communicative transactions in particular, to phenomenological analysis of states of perceptual consciousness. The purpose was to determine what phenomena enter into the experience of those transactions and how those phenomena are experienced; the special objective was to discover how communicative transactions are distinguished as rhetorical.

Analysis showed that choice, intention, self-perception, reasoning, and motivation are of primary importance to those who participate in communicative transactions distinguished as rhetorical. Each of these phenomena was analyzed separately. The results show that when each is experienced or perceived in a particular way, the communicative transaction is experienced as rhetorical.

As a means of clarifying the analyses, a comparison was made between experiences of self-perception which would ordinarily be called rhetorical and poetic. The hypothesis was that distinguishing these two modes of discourse arises from differing communicative experiences. Comparison confirmed this hypothesis, showing that the perception of self experienced as poetic is opposite to the perception of self experienced in rhetorical communicative transactions. No claim is made that there are two different forms of discourse, only that distinguishable experiences are associated with "rhetorical" and "poetic" perceptions.

To empirically test the theoretical findings of this study, they were applied in analysis of actual rhetorical communicative transactions. The transactions had been previously defined as rhetorical for purposes other than those of this paper. The analysis demonstrated that a phenomenological description of these rhetorical communicative transactions could bring into view the participants' experiences of choice, perception of self and self of the other, intention, and reasoning as features of the participants' rhetorical experiences.

The phenomenological approach to rhetorical communication developed in this study revealed (1) communicative transactions as intersubjective, intentional transactions; (2) that the transactions occur in a "communicative field" of speaking/listening wherein the participants experience a synthesis of self and self of the other so that this synthesized self is perceived in common by both speaker and listener; (3) that in rhetorical communication a communicative transaction is experienced as centered on the self of the other with a synthesized experience of self and self of other wherein the self is experienced as an object to the other; (4) that the goal of rhetorical communication is experienced as enabling the self to express itself and the self of the other by choosing to do something; (5) that reasoning in rhetoric is experienced as thinking aimed at intention and not at conclusion; (6) that choosing enables the intention of a speaker to become experienced as the intention of the listener; and, generally, (7) that a phenomenological description of participants' experience of "what happens" in rhetorical communication is possible.

PATTERNS OF ARRANGEMENT IN PRESIDENT KENNEDY'S MAJOR ADDRESSES

OSBORNE, Leonard Lloyd, Ph.D. University of Southern California, 1978. Chairman: Professor James H. McBath

The purpose of this study was to determine through descriptive analysis the patterns of arrangement in President John F. Kennedy's major addresses. Such a purpose recognizes that Kennedy's speeches are widely regarded as models of spoken discourse and that arrangement may have been Kennedy's major contribution to the speechwriting process. Primary attention was given to his patterns of arrangement because the President appears to have been the arranger or architect, rather than the writer, of his speeches. That observation was made by Kennedy's speechwriters as well as by critics of his public address. According to them, he would dictate to his speechwriters a sequence of ideas, a pattern of arrangement of quotations, illustrations, and key points, in a particular speech. Thus, by analyzing the overall tendencies of arrangement in Kennedy's major addresses, it was possible to arrive at a better understanding of his central contribution to the speechwriting process. In addition, it was felt that the study could assist in advancing knowledge about speech patterns as a contribution to general rhetorical theory.

The analysis focused first on Kennedy's speeches to international and national audiences. Next, the study examined his speeches to college audiences and to business and professional gatherings. Finally, Kennedy's other major addresses, which included talks to political rallies and speeches to general audiences, were analyzed.

It was found that Kennedy's speeches do indeed follow specific patterns of arrangement. Through descriptive analysis, it was revealed that the President had favorite ways of opening and closing his talks, and that he seemed to favor the use of certain plans of development when talking to certain types of audiences. Moreover, it was found that Kennedy not only used peculiar patterns, he used these patterns repeatedly on similar occasions and avoided other patterns altogether.

One may conclude from this study that Kennedy's patterns of arrangement were markedly influenced by the audiences to which he spoke. The greater the similarity of audiences, the more similar were Kennedy's speeches in their arrangement.

Kennedy preferred to begin his speeches with humor and audience praise and to close with an appeal based on a quotation, but the more important the speech the less likely he was to arrange his openings and closes in those ways. Similarly, the investigation seemed to indicate that the more important the speech, the more likely Kennedy was to use the problem-solution plan and the simple list, rather than the other plans suggested in speech communication textbooks.

Arrangement appears to affect the nature and emphasis of presidential-press communication. Of the 51 speeches by Kennedy reported in the New York Times, for instance, 37 reports acknowledged in their headlines and leads the speaker's main idea in terms of arrangement. However, a surprisingly large amount of major presidential communication is not reported in the national press. For example, the New York Times did not report seventeen of Kennedy s 68 major addresses.

Finally, in contrast to speech communication textbooks which suggest that arrangement is a function of topic, this investigation found that Kennedy's speech arrangement was more often a function of audience. Based on this finding, it may be concluded that future study of arrangement should be blended with the study of audience analysis to discover which patterns of arrangement are best suited to which types of audiences. Much remains to be said about the discovery of patterns and their most effective employment. The area of arrangement seems to be a fertile and relatively significant one for future research.

(Copies available from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90007.)

AN INVESTIGATION OF TRAIT AND STATE COMMUNICATION APPREHENSION ON INTERPERSONAL PERCEPTIONS DURING INITIAL AND LATER ACQUAINTANCE STAGES OF DYADIC LINKAGES Order No. 7808173

RICHMOND, Virginia Lee Peck, Ph.D. The University of Nebraska – Lincoln, 1977. 138pp. Adviser: John L. Petelle

Two studies explored communication apprehension and interpersonal perceptions of enduring dyads in a naturalistic environment. Communication apprehension is the fear of either real or anticipated communication. Two types of communication apprehension were studied: trait communication apprehension, which is a general fear of communication, and state communication apprehension, which is a situational fear of communication (e.g., stage fright). The primary purpose of the research was to examine the effect of communication apprehension on interpersonal perceptions (credibility, attraction, and opinion leadership) during initial and later acquaintance stages of dyadic linkages.

Three general hypotheses were investigated: H_1: As an individual's level of trait communication apprehension increases, the person will be perceived less positively by other people with whom the person interacts in a dyadic relationship. H_2: As an individual's level of state communication apprehension increases, the person will be perceived less positively by other people with whom the person interacts in a dyadic relationship. H_3: The negative impact of communication apprehension (both trait and state) will be greater in an early stage of acquaintance than in a later stage of acquaintance.

In two separate studies, subjects were assigned to work in dyads on five interpersonal exercises. At the initial and later stages of the relationship, an experimental packet was collected.

The general hypotheses suggested negative linear relationships between communication apprehension (trait and state) and interpersonal perceptions (credibility, attraction, and opinion leadership). Consequently, a canonical correlation (R_c) between the two sets of variables was computed separately for the data generated at the early and later stages of the dyadic relationships. Pearson correlations were computed between trait and state communication apprehension scores and the canonical variate if the canonical correlations were significant.

The results indicated that general hypotheses (1) and (3) were not supported. General hypothesis (2) received significant support. It is recommended that future research concerning communication apprehension in dyadic communication place primary focus on state rather than trait communication apprehension.

THE CONTRIBUTION OF KINESIC CUES TOWARD SPEECH COMPREHENSION Order No. 7811168

ROGERS, William Thomas, Ph.D. City University of New York, 1978. 150pp. Adviser: Professor Louis Gerstman

Two experiments were conducted to assess the extent to which a speaker's visible body movements can improve verbal comprehension for the listener. Listeners responded to multiple-choice items designed to test their comprehension of 12 videotaped spoken utterances which had been obtained by asking speakers to describe objects in motion (e.g., a tennis ball, a car, spraying water). Sixty subjects each responded to stimuli in one of three presentation conditions (audiovisual, audio-visual without lip and facial cues, and audio-alone) over four signal to noise ratios. The results indicated that visual cues can at times significantly improve comprehension scores, even with lip and facial cues not present. A number of possible variables which may be related to kinesic utility for speech processing are considered and a theoretical model of aural-visual speech processing is discussed in relation to future study and applications.

FEMALE LEADERS IN SMALL GROUPS: THE EFFECT OF THREE LEADERSHIP STYLES ON PERCEIVED LEADER BEHAVIOR, GROUP MEMBER SATISFACTION, AND GROUP INTERACTION Order No. 7808968

SARGENT, Janice L., Ph.D. The Florida State University, 1977. 177pp. Major Professors: Wayne Minnick and Larry Barker

Recognizing the problems women face in their efforts to achieve and maintain leadership, this study investigated the effects of three leadership styles on: (1) perceived leader behavior; (2) several dimensions of group member satisfaction; and (3) the quantity and content of group interaction. The three leadership styles, drawn from the work of Bales, Slater and others, were defined as task-oriented only (TO), social-emotional-oriented only (SEO), and a blend of task-oriented and social-emotional-oriented together (BLD). Perceived leader behavior was measured with Beer's et al., Member Reaction to Leader instrument which consists of thirteen Likert-type seven-point scales. Five of these formed an unidimensional factor and thus were summated and used in the statistical analysis. A fourteen item, Member Reaction to Group instrument was used to measure group member satisfaction. From factor analysis, three dimensions (task accomplishment, intragroup conflict, and self-reported anxiety) were identified and separately used in subsequent hypothesis testing. Group interaction data was gathered by trained observers, using Bales IPA system.

Subjects (n = 121) were Auburn University students enrolled in the basic speech communication course spring, 1977 and who volunteered to participate in a 30 minute 5-person group discussion. Twenty-nine groups in all were run; 24 experimental (n = 96) and 5 control (n = 25). Two males and two females were randomly assigned to each group. The fifth group member was a trained female confederate posing as a volunteer subject but designated to lead the group (experimental) or a naive female subject who was randomly selected to act as the group leader (control). After completing either a low structured (brainstorming) or a high structured (ranking) task the two post-experimental questionnaires were distributed while observers summarized their interaction codings of either male or female discussants.

In all thirteen hypotheses were tested using two- and three-way analysis of variance, two regarded leader behavior, five focused on group satisfaction and six pertained to group communication behavior.

A 2 x 3 x 2 (sex--M/F; leadership style--TO/SEO/BLD; and task--HS/LS) ANOVA for unequal cell size was used to test the first two hypotheses. Significant sex and leadership style main effects were found, along with a significant leadership style x task interaction. Women rated the female leaders higher than did men. The TO leadership style was perceived more favorably than either the SEO or BLD. Using the same ANOVA, hypothesis three was tested but found unsupported by the data. Leadership style did not affect group member evaluation of task accomplishment. Also, the hypotheses for group conflict were similarly tested and found unsupported. Neither leadership style nor task structure affected perception of conflict and mean scores were extremely low suggesting very little conflict was evident. Self-reported anxiety was compared across the three leadership styles and for two tasks also using a 2 x 3 x 2 ANOVA which yielded only one significant leadership style x task interaction. Groups under an SEO leader and assigned a low structured task reported the highest mean scores for anxiety.

Total group interaction was tested for differences in sex, leadership style, and task structure. From a 2 x 3 x 2 ANOVA, no significant F ratios were found. However, a trend in the predicted direction was observed, i.e., males talked somewhat more than female group members.

Separate 2 x 3 ANOVAs were conducted on each type task to measure the effect of sex and leadership style on the "task ask" category. A significant F ratio for sex and an interaction between leadership style and sex were found for the low structured task. Men asked for more task-relevant communications than women.

It was hypothesized also that females would use the positive social-emotional category of interaction more than males, but 2 x 3 ANOVAs for two tasks failed to support this prediction. Last, the "task give" category of interaction was the dependent variable in 2 x 3 ANOVAs for differences across leadership style. Only in the low structured task condition did a significant F ratio result, suggesting that groups led by a SEO leader and assigned a low structured task engaged in giving more task-relevant information and ideas than groups led by the other two style leaders.

In summary, the results of the study failed to support seven, provided partial support for four, and clearly supported two of the thirteen hypotheses.

The study provides some evidence to suggest how females can improve their leadership potential. Also supported is the view that multivariate designs of small group research are needed, in light of the number of interaction effects observed.

A CASE STUDY OF THE INTERPERSONAL COMMUNICATION FUNCTIONS OF THE PUBLIC RELATIONS MOBILE UNITS OF THE GOVERNMENT OF THAILAND
Order No. 7807524

SATAWEDIN, Parama, Ph.D. Ohio University, 1977. 476pp. Director of Dissertation: Dr. Maung Gyi

The purpose of this study is to investigate and evaluate the Public Relations Mobile Units of the government of Thailand in terms of goals, plans, functions, organizational structure and functional procedures. Emphasis is given to interpersonal communication aspects of the program, including face-to-face lecture series and meetings with village leaders which are employed to inform, to educate about government policies and programs and also to gather information on the interests, needs, and problems of the villagers in remote rural areas.

The study attempts to examine how interpersonal communications such as lecture, discussion, conversation, etc., are coordinated with mass media consisting of films and literature during the field operation of the Public Relations Mobile Unit in Surin province.

Three methods of investigation were used as sources of information for the study: 1. Review of government documents. Annual reports of the Public Relations Department, Government Gazette, and Reports of the P.R.M.U. Field Operation were reviewed. 2. Questionnaire and Interview. a. Three administrators of the Public Relations Department of Thailand who were responsible for the execution of the Public Relations Mobile Units program were interviewed. b. Questionnaires were administered to all the 33 personnel of the Public Relations Mobile Units. c. Interviews with audience were conducted in 26 target villages in Surin province. Three village leaders and three other villagers in each of the target villages were interviewed. The total number of respondents was 156. 3. Participant observation method. With the approval of Mr. Raksak Vadhanapanich, Director General of the Public Relations Department, the researcher was assigned to the Public Relations Mobile Unit under the leadership of Mr. Vibool Duangsangchan, Chief of the P.R.M.U. Section. The target area for operation was Surin province in the northeastern region of Thailand. From January 27 to February 25, 1977, the Unit traveled to 28 villages in 12 districts of Surin province. The P.R.M.U. program attracted 20,110 rural audience.

The audience responses to the operation program are impressive. Though the lecture is unprepared and impromptu in nature, and no question and answer or discussion period is conducted with the audience during the lecture, it is appreciated by more audience than the documentary films and government printed materials. The rationale behind this can be attributed to the face-to-face aspect of the lecture which makes the operation live and real. This implies that face-to-face communication of the lecture plays the most significant role in the public information program executed by the Public Relations Mobile Unit.

The study recommends that the Public Relations Mobile Units be expanded in number in order to cope with its increasing responsibilities to reach 71 provinces in Thailand, the lectures of the speaker be outlined, organized and planned, printed materials contain more pictures for the functionally illiterate rural people, films contain some operational themes, the Unit spend more time in the target villages and personnel visit and informally converse with villagers.

THE AMERICAN RHETORICAL CAREER OF LOUIS AGASSIZ: A CASE STUDY OF TRANSFORMATIONS IN AMERICAN SCIENCE, 1846-1860 Order No. 7809982

SWOBODA, Merrily Kodis, Ph.D. University of Pittsburgh, 1977. 173pp.

Louis Agassiz (1807-1873) was a Swiss-born biologist who emigrated to America in 1846 and enjoyed a highly public career in American science. Agassiz was a spell-binding public speaker whose numerous scientific lectures were enormously successful. He contributed to the professional organization of American science by his roles within major American scientific institutions. Agassiz was also the foremost and most tenacious scientific opponent of Darwin's theory in America. Examination of his career allows analysis of rhetorical aspects of organizational and conceptual change in biological science.

This study includes a rhetorical analysis of Agassiz' early public address in order to determine the reasons for its success, particularly with American scientists. This study then considers the effects of Agassiz' early rhetorical success upon his and other scientists' rhetoric during scientific controversy. In particular, I analyze the rhetorical strategies employed by Agassiz and his main opponent, the American botanist Asa Gray, in the scientific controversy over Darwin's theory.

I argue that the most significant context surrounding Agassiz' changing rhetorical status with scientists like Gray was the professionalization of American science during the 1840's and 1850's. Initially, American scientists considered Agassiz' rhetoric as supportive of their professional goals. Later, however, scientists like Gray perceived Agassiz' authoritative position within American science as a threat to their own professional positions and scientific research.

As Agassiz' authority within American science and society increased, so did his commitment to special creationist philosophy. Agassiz' rhetoric on behalf of creationism sought to exclude alternatives to that philosophy from American scientists' consideration. But Agassiz' authoritative attempts to banish alternatives to special creationism occurred just when key members of his scientific audience were seeking such alternatives. This study argues that Agassiz' increased commitment to special creationism, his escalated rhetoric on behalf of that philosophy, and his powerful position within the organizational structure of American science, created a rhetorically problematic situation for Agassiz' scientific opponents. In such a context, theorists' scientific opposition to special creationism implied a personal, extrascientific opposition to Agassiz. That implication, in turn, entailed probable consequences to the future professional roles of the opposing theorists.

No one was more aware of this rhetorical context than Agassiz' foremost scientific opponent in the Darwinian controversy, Asa Gray. Analysis of Gray's private correspondence reveals his continuous awareness of the rhetorical implications of adopting conceptual alternatives to Agassiz' philosophy. Analysis of Gray's presentations of his scientific research reveals the rhetorical strategies used by Gray in his attempt to diminish Agassiz' influence. Moreover, comparative analysis of Gray's and Agassiz' arguments during the Darwinian controversy reveals that both scientists assumed rhetorical stances and utilized strategies which reflected their

respective positions within American science. Gray adopted an elaborate stance of neutrality toward Darwin's theory, but utilized strategies which constituted a rhetorical defense of that theory and a carefully disguised attack upon Agassiz. Agassiz stressed his personal, unequivocal opposition to Darwin's theory and cited his own research findings as authoritative refutations of Darwin's views. Both scientists argued about the scientific status of Darwin's theory. Gray admitted the theory's factual defects but stressed its truly scientific method and its research advantages. Agassiz focussed on Darwin's insufficient evidence and viewed that deficiency as fatal to the theory's scientific status. For Agassiz, Darwin's theory was unscientific because it was false. For Gray, it was scientific largely because it was useful. Because of the professional and conceptual developments within biological research, the "truth" status of Darwin's theory was not, in the end, as persuasive to American researchers as was the "usefulness" of that theory to their research.

INTERACTION ANALYSIS IN COLLECTIVE BARGAINING: AN ALTERNATIVE APPROACH TO THE PREDICTION OF NEGOTIATED OUTCOMES Order No. 7809167

THEYE, Larry Dean, Ph.D. The University of Nebraska – Lincoln, 1977. 148pp. Adviser: William J. Seiler

Bargaining theory, upon which are based models for research designed to predict and explain bargaining outcomes, is deeply rooted in conflict theory. Game theory has provided the methodological design for much research in bargaining behavior. This model typically has consisted of two players engaged in a simulated laboratory game. Various personality traits or bargaining strategies have been identified as independent variables, while the dependent variables have frequently been cooperative or competitive behavior, measured by the number of times a player either shares the pay-off or attempts to win it all himself.

Bargaining research has been characterized by contradictory findings and a loose relationship to theory. Communication interaction has been ignored or treated as an extraneous variable in most bargaining research. The basic assumption underlying this study is that communication interaction is the essence of bargaining. Attempts by research to manipulate communication as an independent variable or isolate it as an extraneous variable, therefore distort or destroy the essential nature of bargaining. This paper contends that bargaining research should not attempt to manipulate, isolate, or ignore communication, but should preserve, observe, and quantify it.

The game theory model is well suited to experimental laboratory research, but bargaining behavior is difficult to simulate in a laboratory setting. "Real-world" negotiators are usually specially selected, highly motivated, and highly committed to their task. Negotiations are usually conducted in a tense--sometimes highly charged--atmosphere. For these reasons, this study, which proposed to analyze communication interaction of negotiators, was conducted in a field setting, utilizing tape recorded negotiations between school boards and teachers.

Searching for an alternative approach to the prediction of negotiated outcomes, this study attempted to determine the extent to which communication interaction components and patterns influenced negotiated outcomes. Sessions were selected for analysis according to audio quality and result of the negotiations. Five sessions in which consensus was reached and five in which impasse was declared or implied were selected for analysis. Negotiated results, consensus and impasse, were equated with cooperative and competitive behavior in the game theory model, but were identified as independent variables instead of dependent measures in this study.

The theoretical rationale underlying this study established communication interaction as the dependent variable. An interaction model proposed by Fisher and Hawes, based upon a systems approach to small group communication behavior, was utilized to observe, record, and quantify communication by means of a category system. The Bales Interaction Process Analysis system was selected for coding purposes.

The hypothesized difference in terms of communication interaction between consensus and impasse sessions was supported. There were significantly more positive social-emotional acts (friendliness, tension reduction, agreement) among groups that reached consensus than among groups that reached impasse. Similarly, there were significantly more negative social-emotional acts (unfriendliness, tension displays, and disagreement) among groups that reached impasse. A hypothesized pattern of phase movements (orientation, evaluation, control) did not develop during the single bargaining sessions selected for analysis. A descriptive analysis did reveal some trends, however, and the hypothesized phase pattern is likely to have been observed across the entire series of bargaining meetings from which the sessions were selected. Interact patterns (the frequency with which each category of acts is followed by each of the other categories of acts) were observed and descriptively analyzed.

The results of the study suggest that interaction analysis can be used to predict negotiation outcomes. A bargaining research model that views negotiations as a form of small group problem-solving and focuses on communication interaction appears to provide greater insight into bargaining behavior than does game theory.

AN EXPLICATION OF EVOCATIVE LANGUAGE AND ITS QUANTITATIVE APPLICATION IN THE ANALYSIS OF SELECTED SPEECHES OF SENATOR KARL E. MUNDT Order No. 7809168

VAN DEEST, Orval Gene, Ph.D. The University of Nebraska – Lincoln, 1978. 261pp. Adviser: Dennis R. Bormann

This dissertation makes metaphor, related figures, abstractions, and sentence patterns the focus for intensive study in the explication of evocative language. The specific problem was to synthesize these formulations into a theoretical construct to quantify evocative language in rhetorical discourse. The research developed a theoretical formula for this purpose and also devised a theoretical continuum to categorize the discourse according to the degree of evocative language. The formulations were applied to selected speeches of the late Karl E. Mundt, Senator from South Dakota, to determine if they would elicit useful information for making analytical/critical judgments concerning evocative language in rhetorical discourse.

The study first explores how historical and attitudinal factors have impeded research into the topic. Despite longstanding interest in evocative language by theorists and practical use of the techniques in discourse, no study exists which sufficiently synthesizes it for application in rhetorical analysis/criticism. Consequently, criticism of evocative language is usually done under descriptions of style and/or discussions of appeals or motives.

The study then poses questions to guide the research: Do the experimental and the theoretical writings on the nonrational language of discourse suggest directions for the synthesis of a theoretical construct? Can these findings then be synthesized into a theoretical construct which explicates the use of evocative language in rhetorical discourse? Can such formulation lead to the development of an intuitive formula to quantify the use of evocative language? Can support for specific aspects of such a formula be found in the linguistic, syntactic, and semantic literature? Will the formula have useful application in analysis/criticism of contemporary rhetorical discourse?

Four major directions concerning evocative language are drawn from a comprehensive analysis of contemporary experimental and theoretical writings. First, evocative language cannot be effectively analyzed on an emotional-logical continuum. Second, metaphors, figures, and key words are language factors with high evocative power. Third, the interaction concept of metaphor and other figures does not adequately accommodate the integrative mental function of the figure nor does it account for the evocative power of metaphors, figures, and key words to elicit uncritical inhabituated action patterns.

Fourth, formulae are useful for critical analysis; however, none exist which produce adequate insights into the use of evocative language.

Three writings on emotion, fictitious entities, and literary style are used to synthesize these findings into the following conclusions: 1) Evocative language in rhetorical discourse appears to depend for its perceived auditor effect upon the eliciting of uncritical action patterns through the use of non-literal or non-referential language. 2) Evocative language may be quantified by a formula which establishes a minimum number of readily applied criteria of linguistic, semantic, and syntactic orientation.

From these conclusions, a theoretical formula is devised which uses abstractions, figurative constructions, and active verb formations as criterion factors. To aid in the implementation of this formula a theoretical continuum is developed upon which the quantitative values of evocative language generated by the formula can be located. The illustrative application of the formula and the continuum to five selected speeches of Senator Mundt on communism and one radio debate confirmed that both were sufficiently sensitive to detect major shifts in the use of evocative language. The shifts were detected within speeches, among speeches, and between speakers.

To the extent that quantification of evocative language is helpful in criticism of rhetorical discourse, the formula and the continuum have potential applications. A better understanding of language evocation in rhetorical discourse will be valuable for speakers in their preparation, for auditors in their evaluation, and for critics in their analysis.

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